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ABSTRACT

Developed for bilingual, multicultural sixth-grade classes, this teacher's guide for an English language arts program contains instructions on 11 English vocabulary development units and 10 culturally relevant literature units which may be used independently or as a supplement to other English language programs. Developed through input from faculty, parents, and students of pilot project schools in Fort Worth, Texas, the units can also be used in other elementary grades or junior high classes. Vocabulary units are designed to develop communication competency not only in grammar and literature but also in subject areas such as mathematics, religion, cooking, and politics. Literature units consist of original stories about Mexican American children in Texas and translations of traditional stories from Spanish-speaking countries. The teacher's guide has a basic format for each unit: notes to the teacher on effective presentation; concept; objective (student behavior); vocabulary introduced; materials (a list and directions on use of resources); activities (small and large groups, individualized instruction); evaluation; and enrichment activities. The guide, to be used with the student's book, also contains an answer key and reading lists of 69 English and Spanish publications for teachers and students on the Mexican American and his bilingual, bicultural world. (RS)

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ED160295

English Language Arts Units

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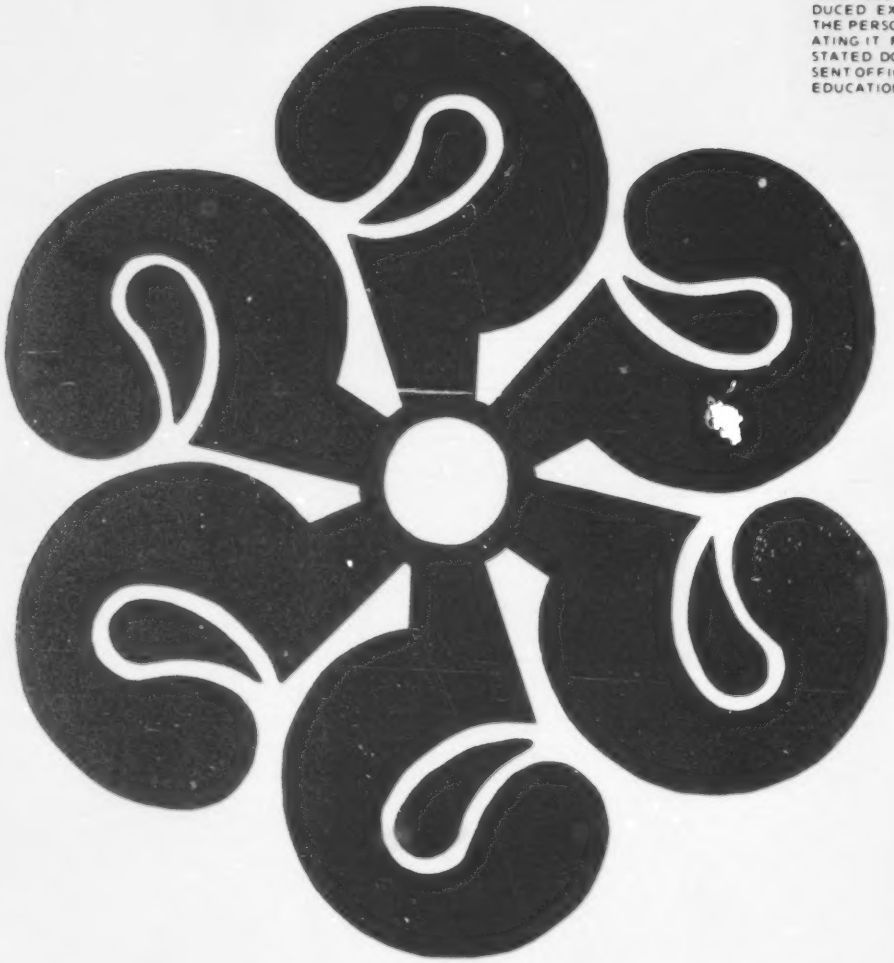

A Bilingual Multicultural Guide

RC 01 07 95

English Language Arts Units

Teacher's Guide

Developed by
Fort Worth Public Schools
Bilingual Education Program
Fort Worth, Texas

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FOREWORD

English Language Arts Units is a vocabulary development and literature guide designed for the bilingual, multicultural, upper elementary classroom. Originally developed for the sixth grade, the guide is also appropriate for use in other elementary grades and possibly in some junior high classes. The lessons cover a wide range of topics, so the guide may be used independently or as a supplement to other English language programs.

The original units were edited and expanded by the DACBE editorial staff. Linda La Fuente designed the covers. The manual was typed by the Word Processing Center, Education Service Center, Region XIII, Austin, Texas. Debbie Barrett, Grace De La Garza, and Rose Canamar provided assistance with graphics.

Requests for information concerning this publication or other bilingual materials should be addressed to the Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, Texas 78752.

Carlos E. Pérez, Director
Dissemination and Assessment Center
for Bilingual Education

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PREFACE

This guide for the sixth grade was developed during the year 1973-74 by the curriculum component of the bilingual program, Fort Worth Independent School District, under a Title VII, ESEA grant from the U.S. Office of Educatior.

In the development of this guide, faculty members, parents, and students of the pilot project schools, as well as subject-area consultants, were involved in order to make the concepts presented in the materials culturally relevant to the communities in which they would be used. Those of us in the bilingual office are extremely grateful to the parents who came to the schools to review the materials; to the students who offered many suggestions which were later incorporated into the guide; to the teachers and other faculty members of Elder and Rosemont Middle Schools who shared their time, their ideas, and their classrooms; and to the consultants who provided direction so that the materials can be easily adapted into existing curricula.

The lessons were written by Jean Thompson and edited by Carlos Pérez. They were classroom tested and reviewed by teachers at J.P. Elder and Rosemont Middle Schools. This guide was planned and developed by the bilingual program in cooperation with the curriculum department of the Fort Worth Independent School District.

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INTRODUCTION

English Language Arts Units presents eleven English vocabulary development units and ten culturally relevant literature units for sixth grade students. A teacher's guide and student's booklet make up the entire program.

The successful implementation of any program depends on its presentation in the classroom; therefore, it is important that you the teacher understand the content and intent of these materials.

The vocabulary units are designed to develop the vocabulary necessary to function in a variety of situations. Some of the lessons supply the vocabulary needed to communicate in subject areas not usually considered part of the English curriculum but which is essential for the student's success in certain prescribed courses. Since the English department is charged with developing communication competency, it is clear that the student's acquisition of vocabulary should not be limited to grammar and literature only.

The literature units consist of stories, written especially for this publication, about Mexican American children living in Texas as well as translations of traditional stories from Spanish-speaking countries. Many Spanish words are included, but they are always contextually clued so the student will have no difficulty following the story line. A vocabulary section in English and Spanish is included for your convenience.

A basic format was developed and followed in preparing these units. The outline that follows explains the purpose of each component.

Notes to the Teacher--contains explanations and suggestions to help you present the unit most effectively.

Concept--states the general frame of reference of the lesson.

Objective--states the behavior the student will demonstrate as a result of completing the lesson.

Vocabulary--a list of words introduced in the unit. These words should not be taught in isolation. The list simply allows you the teacher to see beforehand words which might be unfamiliar to the students.

Materials--This section is divided into two columns:

1. A List instructing you what is recommended in order to teach the unit.

2. A set of Directions opposite the list suggesting how to use the resources and materials recommended.

You may substitute other appropriate materials for the materials suggested here.

Activities--Each unit contains a variety of suggested activities. Some activities are designed for large groups, some for small groups, and others for individualized instruction. The activities require varying degrees of proficiency; you should adapt them to fit the needs of your students and your own teaching style. Although the focus of this manual is the development of English language skills, some exercises are provided in Spanish. They may be used as supplementary material or for presentation to Spanish-dominant students who are learning English as a second language.

Evaluation--In this section the lesson's objective is tested through exercises, tasks, or other problem-solving activities. You may add, delete, or substitute as necessary. Evaluation, either oral or written, should always be given in English.

Enrichment--designed to reinforce and expand the concepts taught in the main part of the unit. These activities are included both for the bright student and for the student who needs additional motivation.

1. THE ALPHABET
PART I

Notes to the Teacher Accept all appropriate answers from the students. Check the dictionaries you plan to use in Activity 6 to be sure the students will be able to complete the worksheets.

Concept Since many useful items are organized alphabetically, it is important to be able to recall the order of the letters.

Objective At the end of this lesson, the student will arrange in correct alphabetical order 16 out of 20 words.

Vocabulary

alphabetical order
dictionary

Materials

List	Directions
Telephone books	Each small group will need a telephone book in Activity 2.
English dictionaries	Each student will need a dictionary in Activity 4.
Spanish dictionary; English/Spanish dictionary	Use in Activity 6.
Student's Book	Codes 1-A, 1-B, 1-C, 1-D, 1-E, 1-F

Activities

1. (Large Group) Write the words alphabetical order on the chalkboard. Ask the students what the term means. Write down the first answer, and use additional answers to refine the definition.

Next ask the class to name things that are arranged alphabetically. List their responses on the board (phone books, rolls, encyclopedias, dictionaries, filing systems, etc.). Lead them to conclude that rapid recall of the alphabet will save time and confusion.

2. (Small Group) Divide the class into groups of five or six. Give each group a phone book. Let them solve the problems listed below. You may write the problems on the board or prepare mimeographed sheets in advance.

   a. You want to call Joe Martínez; list the page number on which his name appears.

   b. You are going to buy a ten-speed bicycle and want to find the best price. In order to save time, you decide to call some bicycle shops. How many bicycle shops are listed in the phone book?

   c. You come home from school and find that the water heater is leaking and water is all over the floor. You need to find the nearest plumber quickly. Who would you call?

   d. You have just moved to town and suddenly you develop a terrible toothache. How can you find the name of a nearby dentist?

   e. You need help in filling out your income tax form. The Internal Revenue Service will help you. What number would you call to contact them?

3. (Independent Activity) Let the students complete the Worksheets 1-A and 1-B in the *Student's Book*.

4. (Large Group) Conduct a dictionary drill. Give each student an English dictionary. Show how a dictionary can be divided into three parts: A-G, H-P, Q-Z. List these three headings on the chalkboard or overhead. Then give the students a word (pony, river, or fence), and ask them to decide under which heading it goes. Be sure to give an example for each heading. Then call out one of the words listed below. Let the first child who locates the word in her dictionary read the definition aloud or tell the page number on which it can be found. Stop the drill for a moment, and explain the value of using guide words at the top of each page. Use these words: danger, canyon, umbrella, shark, nurse, rodeo, chrome, suede, khaki, jacket, children, opening.

5. (Large Group) Discuss the differences in the English and Spanish alphabets.

T: Does Spanish have some letters English does not have (ch, ñ, ll)? Ch may look like two letters put together, but it isn't. In the Spanish alphabet ch is a single letter, an independent unit. The same is true for ll. Also n and ñ are two separate letters in Spanish; they may look alike, but they are individual letters.

6. (Independent Activity) Set up a learning station containing a Spanish dictionary and a Spanish/English dictionary. Let the students choose either Worksheet 1-C (English) or Worksheet 1-D (Spanish) to complete. Students may do this activity in the library if they wish.

Evaluation Worksheet 1-E is the evaluation instrument. Each student should arrange at least 16 of the words in alphabetical order.

Enrichment

1. (Independent Activity) Have each student list the full names of ten friends and arrange them in alphabetical order.

2. (Independent Activity) Let the students complete Worksheet 1-F.

2. THE ALPHABET
PART II

Notes to the Teacher Phonetic symbols used in this lesson are those found in *Thorndike-Barnhart Intermediate Dictionary*, by E. L. Thorndike, edited by Clarence L. Barnhart, Doubleday and Company, Inc., Garden City, New York, 1971.

Concept The graphemes of the English language may not match the phonemes.

Objective Given a list of words with common consonant-vowel combinations, the student will identify 10 of 15 phonemes that the graphemes symbolize.

Vocabulary

vowels
consonants
vocal chords

Materials None

Activities

1. (Large Group) Ask the students to tell you the letters of the English alphabet. Write them in order on the chalkboard or overhead.

   Then have the students identify the vowels. Ask them to name the vowels and to put their hands on their throats so they can feel the vibration of their vocal chords. Next have the students make some sounds that do not cause vibration. Examples: /f/, /h/, /k/, /p/ (be sure they make these sounds and do not name the letters).

2. (Large Group) Lead the class to compare the vocal system of the human body to musical instruments. When someone says a vowel sound, his vocal chords vibrate like violin strings. Volume is determined by amount and force of air, like a horn.

3. (Large Group) Write the five English vowels on the board like this:

i e a u o

Ask the students to say the names of the letters in order and to think about what their mouths are doing.

Then write these words on the board: hit, bed, rat, put, not. Ask if the i in hit (short vowel) is pronounced like the name of the letter i (long vowel). Compare the sounds of the other vowels in this way. Lead the students to see that there are more than five vowel sounds in English.

4. (Large Group) Write the following phonetic symbols and examples on the board and discuss them with the class. Point out that some of the phonemes match the graphemes.

/a/	rat	/ō/	bone
/ā/	rate	/ô/	haul
/ä/	father	/oi/	toil
/e/	bed	/ou/	out
/ē/	equal	/u/	cup
/ėr/	stern	/u̇/	put
/i/	hit	/ü/	rude
/ī/	line	/ə/	buck
/o/	not		

5. (Large Group) Next ask the students to think of words in which the vowel grapheme does not look like the phoneme. Encourage them to think of several different spelling possibilities for each sound. Here are some examples:

/a/ laugh

/ā/ freight, pain, way, weigh

/e/ bread, friend

/ē/ chief, peel

/i/ myth

/ī/ high, lie, sign, try

/ō/ moan, flow, sew, doe

/ô/ fall, paw, fought, caught

/oi/ toy

/ou/ cow

/u/ some, blood

/ù/ book

/ü/ rendezvous, moon, blue, do

/ə/ about, taken, pencil, lemon, circus

6. (Large Group) Compare the English vowel sounds to the Spanish vowel sounds. Each Spanish vowel has only one sound while an English vowel has several. Discuss how this difference would affect Spanish speakers learning English and English speakers learning Spanish.

Evaluation Put these words on the board, and have the students write the phonetic symbol for each vowel they hear. Provide the symbols so they do not need to memorize them.

1. bat
2. bet
3. bit
4. luck
5. fine
6. sigh
7. far
8. lot
9. zone
10. mow
11. light
12. boil
13. should
14. true
15. groan

3. WHERE DO WORDS COME FROM?

Concept American English reflects the languages of many cultures.

Objective At the end of this lesson, the student will select at least 15 words from a list of 20 words with various ethnic or regional characteristics and classify them according to their origins.

Vocabulary This lesson has numerous words for vocabulary development. You may want to choose a few for special emphasis.

Materials

List	Directions
English dictionary with word derivations for each student	Use in Activities 1 and 4 and Evaluation.
Transparencies for Activity 2	See page 8.
World map, slips of paper, map pins	Use in Activity 4.

Activities

1. (Large Group) Write these words on the chalkboard or overhead: banjo, cookie, depot, ranch, mesquite, gesundheit, smorgasbord, pizza, skunk.

   Ask the students which of these words they know and use. Do they think they are all "English" words? Have them guess the origins of banjo. Then ask one student to find the word in the dictionary and report its origin to the class. Continue through the list. (banjo - African, cookie - Dutch, depot - French, ranch - Spanish, mesquite - Nahuatl, gesundheit - German, smorgasbord - Swedish, pizza - Italian, skunk - Algonquian)

2. (Large Group) Show the class the first transparency with these words listed on it.

white bread
tortilla
biscuits
limpa
pumpernickel
bizcocho
buñuelo
croissant
matzah
cassava
biscuits
bannocks
pan dulce
brioche
lavash
gordita
pone
sopapilla
hush puppies

Ask each student to list the items he is familiar with. Then poll the class. Point out that all these terms describe different types of bread. These words entered American English from many different languages. Place the overlay on the first transparency so the list now looks like this:

white bread (English)
tortilla (Spanish)
biscuits (English)
limpa (Swedish)
pumpernickel (German)
bizcocho (Spanish)
buñuelo (Spanish)
croissant (French)
matzah (Hebrew)
cassava (Spanish)
biscuits (English)
bannocks (English)
pan dulce (Spanish)
brioche (French)
lavash (Armenian)
gordita (Spanish)
pone (Algonquian)
sopapilla (Spanish)
hush puppies (English)

Discuss how the different breads are made and in which parts of the country you would be most likely to find them.

As a follow-up the class may want to bring samples of the various types of bread for all to share. With the cooperation of a homemaking class, the school cafeteria, or the parents, the class might like to make bread themselves.

3. (Small Group) Divide the class into groups of five or six. Give each group ten items from the list below. After each item they are to write other terms which mean the same thing. Phrases in parentheses are sample responses.

1. griddle cake (pancake, hotcake)
2. peanuts (goobers)
3. soda water (coke, soda pop, pop)
4. string beans (green beans)
5. corral (noun-pen; verb-herd, round up)

6. faucet (tap, spigot)
7. frying pan (skillet)
8. lariat (lasso)
9. jeans (levis)
10. paper bag (paper sack)
11. burlap bag (tow sack, gunnysack)
12. public square (town square, common, village green)
13. seesaw (teeter-totter)
14. shed (storage room)
15. sitting room where guests are entertained (parlor, living room)
16. sofa (couch, divan, davenport)
17. dragonfly (horsefly, snake doctor, mule killer)
18. minnows (shiners)
19. praying mantis (mantid)
20. heavy rainfall (downpour, cloudburst)
21. relatives (kin, kinfolk, relations)
22. spider web (cobweb)
23. caught a cold (got the sniffles)
24. cleans up (tidies up, picks up, straightens up)
25. get supper ready (fix supper, make dinner)
26. school lets out (school is out, school is dismissed)
27. look after the baby (take care of the baby, babysit)
28. resembles (looks like, favors, takes after)
29. skipped class (cut class)
30. wasting time (frittering away time, goofing off)
31. spanking (beating, whipping, licking)
32. obstinate (stubborn, hardheaded, headstrong, bullheaded)
33. tired (beat, worn-out, pooped, bushed)
34. touchy (edgy)
35. almost midnight (close to, just about)
36. clear across (all the way across, plumb across)
37. rather cold (pretty cold)
38. somewhat better (a little bit better)
39. sick at his stomach (queasy, nauseated, sick to his stomach)
40. was named for Fred (was named after Fred, Fred's namesake)
41. It's a quarter of eleven. (It's 10:45. It's fifteen till eleven.)

Later the lists can be compared so the students learn that the words they use for common things are related to their culture and that their culture is related to the region where they live and the ethnic backgrounds they have inherited.

4. (Independent Activity) Give the students the following list of words. They are to use their dictionaries to find the word origins.

1. cigar
2. hominy
3. voodoo
4. mesa
5. adobe
6. succotash
7. patio
8. lasso
9. calaboose
10. cooter
11. junta
12. tomato
13. spaghetti
14. terrapin
15. banana
16. tobacco
17. goober
18. waffle
19. macaroni
20. chili
21. woodchuck
22. chowder
23. armadillo
24. mosquito
25. pone
26. buccaneer
27. coleslaw
28. hoodoo
29. lariat
30. corral
31. Negro
32. juke
33. prairie
34. ranch
35. poncho

5. (Independent Activity) Using the words from Activities 1, 2, and 4, the students can make a world word map for bulletin board display. They may write or type the words on slips of paper and pin them on the countries of origin. Encourage the students to find words from countries which are not presented.

Evaluation Have the students give the origins of these words. They may use dictionaries. Each student should choose at least 15 words and identify them correctly.

1. banjo
2. cookie
3. depot
4. alligator
5. goober
6. ranch
7. pizza
8. coleslaw
9. spaghetti
10. banana
11. adobe
12. hominy
13. cigar
14. gesundheit
15. patio
16. lariat
17. smorgasbord
18. juke
19. skunk
20. macaroni

Enrichment (Independent Activity, Large or Small Group)

T: These words came from Spanish and are often heard in English. What are the original Spanish words, and what do we mean when we say them in English?

1. loco
2. gringo
3. creole
4. quadroon
5. majordomo
6. guitar
7. pronto
8. savvy
9. tobacco
10. cigar
11. sarape
12. plaza
13. patio
14. corral
15. alligator
16. lariat
17. lasso
18. cockroach
19. barbecue
20. tomato
21. potato
22. bonanza
23. guerrilla
24. junta
25. hoosegow
26. calaboose
27. cordillera
28. ranch
29. rodeo
30. armadillo
31. mustang
32. bronco
33. incommunicado
34. stampede
35. tornado
36. Colorado
37. armada
38. vamoose
39. desperado
40. canyon

4. HOW TO FILL OUT A FORM

Notes to the Teacher This unit is intended to be used with all students. It gives group practice in filling out forms and teaches the meaning of words frequently found on applications.

Concept A person's ability may be judged in part by the accuracy with which she fills out a form.

Objective At the end of this lesson, the student will correctly fill out an application for a Social Security card.

Vocabulary

male	application
female	license
residence	form

Materials

List	Directions
Transparency of Code 4-A	Codes 4-A, 4-B, 4-C, 4-D
Student's Book	Codes 4-A, 4-B, 4-C, 4-D

Activities

1. (Large Group) Write the word form on the chalkboard or overhead. Ask the students what they think of when they see this word. Lead them to associate form with words like applications, tax, and license.

   Ask what other kinds of forms they can think of: school registration forms, raffle tickets, etc.

   Ask what forms they have filled out. Then discuss what information is usually required: name, age, address, birthday, birthplace, etc.

Let the students complete the sample form Code 4-A in their booklets. Put a transparency of the form on the overhead, and lead the students in filling out the form.

2. (Small Group) Divide the class into small groups, and let them complete driver's license applications (Code 4-B). You may want to use forms from your own state. The class can discuss the various questions that the application requires them to answer.

3. (Large Group) Let the students practice following directions by completing Code 4-C. This exercise is a trick. The student needs only to put her name on the paper and turn it in. If she does not follow the directions carefully, she will do many unnecessary things.

4. (Independent Activity) Let individual students bring different application forms to fill out. Samples: credit, magazine subscription, income tax, insurance, check cashing. They may want to make a bulletin board.

Evaluation Ask for application forms from your local Social Security office. Let the students complete them and send them off.

Enrichment (Independent Activity) Have the students complete Code 4-D, "Following Directions." Let them work at their own pace.

5. OUR CHANGING LANGUAGE

Notes to the Teacher This unit is designed to increase the student's vocabulary and to arouse interest in how languages grow and change.

Concept The languages we speak are constantly changing.

Objective Given a list of 4 words which have recently developed new definitions, the student will give 1 definition apiece for at least 3 of them.

Vocabulary

Mexican American	Negro
Chicano	Anglo
Black	White

Materials

List	Directions
Student's Book	Codes 5-A, 5-B
English dictionaries	Each student will need a dictionary for Activity 3.

Activities

1. (Large Group) Give each student Worksheet 5-A. Have him write what he thinks each underlined word means. Collect the papers, read the responses aloud, and discuss them. Who would be more apt to use each term, the students or their parents?

2. (Small Group) Divide the class into small groups. Try to have all cultures in your class represented in each group. Have the students discuss the meanings of the words from the list below and decide which age groups would use them.

Black	Anglo
Negro	White
Chicano	far out
Mexican American	go with
American	you got burned

3. (Independent Activity) Let the students complete Worksheet 5-B at their own pace. Give each of them a dictionary.

4. (Independent Activity) Encourage Spanish-Speaking students to list and define Spanish words or phrases which have changed meaning. Examples: *¡qué padre!, estar (como) mango, le patina (a alguien).*

Evaluation Have each student write 2 definitions for each of these words. He should respond correctly to at least 3 of the words.

neat	right on
burned	far out

Enrichment (Independent Activity) Have each student trace the origin of one of these words: Negro, Chicano, Anglo. (A possible source for this research is Rudy Acuña's *A Mexican American Chronicle.)*

6. THE LANGUAGE OF MATHEMATICS

Notes to the Teacher This lesson should help the student who is having trouble with math. Some of the activities will challenge the good math student.

Concept Each learning discipline has a language of its own.

Objective Given a list of 10 words used in math instruction, the student will define 8 of them on a matching quiz.

Vocabulary

continuum	concept
phase	process

Materials

List	Directions
Student's Book	Codes 6-A, 6-B, 6-C, 6-D, 6-E, 6-F
English dictionaries	Each student will need a dictionary in Activity 3.

Activities

1. (Large Group) Put the following problem on the board:

> A 200 pound man and his two sons, each weighing 100 pounds, want to cross the river. If they have only one boat and it can safely carry only 200 pounds, how can they cross the river:

Solution: The two boys cross, Boy 1 brings the boat back, the father crosses, Boy 2 returns and picks up Boy 1.

After the students have solved the problem, let them discuss how they arrived at the correct answer. What mathematical processes did they use?

2. (Small Group) Divide the class into small groups, and let them solve one or both of the problems on Worksheet 6-A.

3. (Independent Activity) Have the students use dictionaries to define these mathematical terms.

integer
mathematics
probability
computer
binary
duodecimal
decimal
ordinal number
cardinal number
add
subtract
multiply
divide
continuum
process
concept
fraction
deduct
group
whole numbers
number
numeral
quotient
value
power
set
phase

4. (Independent Activity) Ask the students to give the Spanish equivalents for the words listed in Activity 3. If they have difficulty, they may want to use Spanish/English dictionaries in the library to find the words. Have the students compare responses when everyone is finished.

integer - *entero*
mathematics - *(las) matemáticas*
probability - *(la) probabilidad*
computer - *(el) computador, (el) calculador*
binary - *binario*
duodecimal - *duodecimal, duodécimo*
decimal - *decimal*
ordinal number - *(el) número ordinal*
cardinal number - *(el) número cardinal*
add - *sumar*
subtract - *restar*
multiply - *multiplicar*
divide - *dividir*
continuum - *continuo*
process - *(el) proceso*
concept - *(el) concepto*
fraction - *(la) fracción*
deduct - *deducir*
group - *(el) grupo, agrupar*
whole numbers - *(los) números enteros*
number - *(el) número*
numeral - *numeral, numérico*
quotient - *(el) cociente*
value - *valor*
power - *(el) exponente, (la) potencia*

set - *(el) conjunto*
phase - *(la) fase, (la) etapa*

5. (Independent Activity) Let the students complete Worksheets 6-B and 6-C.

6. (Large Group) Review the symbols used to indicate mathematical operations.

+	add
-	subtract
x	multiply
÷	divide

Discuss the fact that numbers, mathematical symbols, and mathematical operations are a universal language which can be understood all over the world.

Evaluation Have the students complete Code 6-D. Each student should have at least 8 correct answers.

Enrichment (Independent Activity) Let the students work the Find-a-Word puzzles, Worksheets 6-E and 6-F. The words are in vertical, horizontal and diagonal positions.

7. THE LANGUAGE OF RELIGION

Notes to the Teacher This lesson should be presented objectively. No effort should be made to indoctrinate the student in any particular belief.

Concept Religion has played an integral part in the development of various cultures.

Objective Given a list of 10 religious terms, the student will identify the religions with which at least 8 of them are usually associated.

Vocabulary

preacher	Catholic
priest	Protestant
rabbi	Jew

Materials

List	Directions
Student's Book	Codes 7-A, 7-B, 7-C, 7-D
English dictionaries	Each student will need a dictionary for Activity 1.

Activities

1. (Large Group) Put the words preacher, priest, and rabbi on the board. Ask the students to identify the religions with which they are associated. Add the words cathedral, church, and temple and have the students decide in which building one might hear a preacher, priest, or rabbi.

   Point out that the three main religions in the United States are Protestantism, Catholicism, and Judaism. Emphasize that there are other religions in the U.S. and around the world.

   Let the students complete the worksheets Codes 7-A and 7-B.

2. (Small Group) Divide the class into three groups. Assign each group a title Priests, Preachers, or Rabbis. Send each group to the library to prepare reports related to their title. The Preachers might make reports about the Methodists, the Baptists, the Presbyterians, Sunday School, etc. The Priests might report on Jesuits, Franciscans, cathedrals, the Vatican, the Pope, etc. The Rabbis could choose titles such as Solomon, Abraham, Jewish customs, etc.

   Reports may be given by panels before the entire class.

3. (Independent Activity) Let individual students research other religions of the world. Ask each student to list ten words related to the religion he has chosen and define them. The students may use their word lists as the focal point of a bulletin board they prepare together.

Evaluation Have the students identify the religion (Protestant, Catholic, Judaic) with which each term is associated. Each student should have at least 8 correct responses.

1. rabbi
2. priest
3. preacher
4. Vatican
5. Pope
6. Hanukkah
7. parsonage
8. parish
9. menorrah
10. Sunday School

Enrichment (Independent Activity) The students may complete the crossword puzzles 7-C and 7-D. Clue for English puzzle: Fill in the 12-letter, 9-letter, and 5-letter words first.

8. THE LANGUAGE OF POLITICS

Notes to the Teacher The words in this lesson may seem difficult but they are essential to the understanding of the election process.

Concept The vocabulary of politics is a basic prerequisite for a knowledgeable voter.

Objective Given a list of 10 words commonly used in referring to presidential campaigns, the student will identify definitions for 8 of them.

Vocabulary

electoral college
election
party

Materials

List	Directions
English dictionaries	Each student will need a dictionary in Activity 2.
Student's Book	Codes 8-A, 8-B, 8-C, 8-D, 8-E

Activities

1. (Large or Small Group) Put the word popular on the board. Ask the students what it means. List their answers. Then write popular vote, and aks them what it means. Lead them to identify popular with people.

2. (Independent Activity) Give the students dictionaries, and have them find definitions for the following words:

majority
candidate
electoral college
ballot

Congress	campaign
elect	political party
office	politics
electors	term
popular	representative
election	

3. (Independent Activity) Ask the students to give the Spanish equivalents for the words listed in Activity 2. They may use Spanish/English dictionaries in the library if they need to. Have them compare responses when everyone is finished.

majority - *(la) mayoría*
candidate - *(el) candidato*
Congress - *(el) Congreso*
elect - *elegir*
office - *(la) oficina*
electors - *(los) electores*
popular - *popular*
election - *(la) elección*
electoral college - *(el) colegio electoral*
ballots - *(la) cédula electoral, votos*
campaign - *(la) campaña*
political party - *(el) partido político*
politics - *(la) política*
term - *(el) término, (la) duración*
representative - *representante*

4. (Independent Activity) Have the students complete Worksheets 8-A and 8-B.

5. (Large Group) Ask a public official involved in conducting elections (county clerk, election judge, precinct chairman, etc.) to speak to the class in either English or Spanish. Encourage the person to use and explain vocabulary related to voting and elections. If bilingual ballots are available in your community, ask the official to bring samples to share with the students.

Evaluation Let the students complete the evaluation worksheet 8-C. Each of them should have at least 8 correct responses.

Enrichment (Independent Activity) Let the students complete the crossword puzzles 8-D and 8-E.

9. HOW CAN I FIND IT IN THE DICTIONARY IF I DON'T KNOW HOW TO SPELL IT?

Notes to the Teacher Most of this unit is based on material found in the *Thorndike-Barnhart Intermediate Dictionary*. Other dictionaries may be used, but pronounciation symbols may vary. Here slash marks denote the phoneme (sound), and underlining denotes the grapheme (written symbol).

Concept An English phoneme (sound) may have several graphemic (form) representations.

Objective After completing this lesson, the student will correctly match 15 words from a list of 20 written words with their phonetic symbols.

Materials

List	Directions
Several copies of *Thorndike-Barnhart Intermediate Dictionary*	The students will use the dictionaries in most of the activities.
Student's Book	Codes 9-A, 9-B, 9-C

Activities

1. (Large Group) Ask the students to number their papers from one to nine. Then ask them to write these words: age, aid, goal, gauge, say, break, vein, weigh, they. Write the words correctly on the board or on an overhead, and have the students check their own papers. Then say each word, and ask the class what sound these words have in common. Lead the students to see that the phoneme /a/ can be spelled in nine different ways.

   Distribute copies of the *Thorndike-Barnhart Intermediate Dictionary*. Write on the board the phonetic spellings listed below, and ask the students to read the information on spelling found near the front of the dictionary to determine how the words would be spelled.

/kwīr/ (choir)

/nōm/ (gnome)

/siz´ əm/ (schism)

2. (Small Group) Divide the students into groups of five or six. Give them the following list of phonetic spellings, and ask them to work out the correct spellings. Group the children heterogenously so at least one student per group is capable of directing the activity.

1. /thā/
2. /īl/ 2 ways
3. /käm/
4. /rith´əm/
5. /nā´shən/
6. /nō/
7. /byü´tē/
8. /sol´əm/
9. /suf/
10. /ōm/
11. /fōr´ən/
12. /kāv/
13. /sham´ ē/
14. /nīf/
15. /dum/
16. /fō´lē ij/
17. /gin´ē/
18. /nok/
19. /pōz/ 2 ways
20. /sär´jənt/

1. they
2. aisle, isle
3. calm
4. rhythm
5. nation
6. gnaw
7. beauty
8. solemn
9. sough
10. ohm
11. foreign
12. cave
13. chamois
14. knife
15. dumb
16. foliage
17. guinea
18. knock
19. pause, paws
20. sergeant

3. (Independent Activity) Give the students Worksheet 9-A "Check That Spelling." They are to write the correct spelling of each word.

Evaluation Have the students complete Worksheet 9-B in their packets. Each pupil should match at least 15 items correctly.

Enrichment (Independent Activity) Let the students complete the crossword puzzle on Worksheet 9-C.

10. DIFFERENT AGES-DIFFERENT WORDS

Notes to the Teacher The words used in this lesson have specific meanings as used in the context of the activities.

Allow the students to use dialectal variations if they prefer.

Concept Each generation and each culture develops unique meanings for a variety of words. This constant language flux may lead to misunderstandings.

Objectives The student will score at least 70% on a test which requires her to match words and phrases from the 1940s, 1950s, and 1960s with other sayings typical of those eras.

Vocabulary

zoot suit	pegged
jive	sock hop
jitterbug	beatnik
trucking	commune
saddle oxfords	bag
big apple	rap
sloppy joe	Chicano
reet pleat	pachuco
bebop	

Materials

List	Directions
Student's Book	Codes 10-A, 10-B, 10-C

Activities

1. (Large Group) Give the students Code 10-A entitled "Different Ages-Different Words." Read the material aloud, discussing the underlined words. Have the students write a definition for each word, making sure each definition matches the contextual meaning.

2. (Small Group) Divide the class into three groups, assigning each group a specific decade to study--the 1940s, the 1950s, or the 1960s. They are to research the clothes, the events, the language, etc., that characterized each decade. Magazines and newspapers from the time would probably be the best resources. A field trip to the periodical section of the local library might be planned in conjunction with this activity. Each group is to prepare posters, plan skits, or bring items from home typical of the era in order to present an overview of the decade to class. Ask the students to use the language of the time in their presentations; be sure they cover all the information on Worksheet 10-A. (This study will take much time to complete and may develop into a long-term project).

3. (Independent Activity) Give the students Worksheet 10-B "Tom Swifties" to complete at their own rate.

4. (Large Group) As a concluding activity, emphasize to the students that the trends you have discussed were not true for all people living in the 1940s, 1950s, and 1960s. Discuss the dangers of stereotyping all people according to the behavior of certain individuals.

Evaluation Each student should score at least 70% on Worksheet 10-C.

Enrichment (Independent Activity) The students may want to compose their own Tom Swifties or sayings like "Strip my gears and call me shiftless."

11. VOCABULARY FOR COOKING

Concept As each culture has contributed certain foods to our society, the words to describe them have become a part of our language.

Objective At the end of this lesson, the student will score at least 70% on a test which requires him to choose the correct cooking terms to complete 10 sentences.

Vocabulary

poach	dredge
sauté	churn
broil	cream
boil	frappé
fry	omelet
glaze	breaded
stir	corned
beat	roast
whip	stew
mix	simmer
	gravy

Materials

List	Directions
English dictionaries and cookbooks	The students will use the books in Activity 1.
Student's Book	Codes 11-A, 11-B, 11-C, 11-D

Activities

1. (Large Group, Independent Activity) Write these words on the board, and ask the students to define them: poach, sauté.

   Then give them Worksheet 11-A "What's Cooking?" to complete at their own rate. They may use the dictionaries and cookbooks.

2. (Large Group, Independent Activity) Read aloud and discuss Worksheet 11-B entitled "The Hamburger." Then let each student choose one of the words at the bottom of the page to research. The students may want to illustrate their reports with drawings or pictures cut from magazines.

3. (Independent Activity) Ask Spanish-speaking students to compare Spanish words for cooking with English words. Are the derivations the same? They may want to prepare a bulletin board for the class.

   Here is a list of words they might want to study:

   poach - *cocer a fuego lento (en agua, o a baño maría)*
   sauté - *freír ligeramente*
   broil - *asar a la parrilla*
   boil - *hervir*
   fry - *freír*
   glaze - *glasear (dar brillo a algún manjar)*
   stir - *menear*
   beat - *batir*
   whip - *batir a punto de crema*
   mix - *mezclar*
   dredge - *espolvorear*
   churn - *batir a punto de matequilla; revolver*
   cream - *batir a punto de crema*
   frappé - *helar, refrescar con hielo picado*
   omelet - *tortilla de huevo, omelet*
   breaded - *empanizado*
   corned - *carne acecinada (salada y secada a sol)*
   roast - *asar*
   stew - *estofar*
   simmer - *hervir a fuego lento*
   gravy - *(la) salsa, (el) jugo (de la carne cocinado con harina y un poco de manteca)*

4. (Large Group) Let the students create a bilingual class cookbook. They each should bring a recipe, either in English or Spanish, for a favorite food. Discuss the recipes as a group with special emphasis on vocabulary used. How many of the words which they have studied appear in the recipes? The recipes may be mimeographed, assembled, and given to parents as gifts.

Evaluation Each student should correctly answer 7 out of 10 questions on Worksheet 11-C.

Enrichment (Independent Activity) The students may complete the crossword puzzle Worksheet 11-D.

12. LANGUAGE OF POETRY

Notes to the Teacher Not all students will be able to do all the activities suggested in this lesson, but most of the students will be able to do some of them.

Concept Poetry has a vocabulary of its own.

Objective At the completion of this lesson, the student will identify various poetic rhythms and figures of speech by correctly answering 4 out of 7 questions which require her to match poetic elements with quotations.

Vocabulary

rhythm	simile
rhyme	metaphor
assonance	alliteration

Materials

List	Directions
Records of music with different rhythms; record player	Use in Activity 1.
Various texts of poems, English and Spanish	Use in Activities 3 and 4 and Enrichment.
Student's Book	Codes 12-A, 12-B

Activities

1. (Large Group) To introduce the concept of rhythm, play various kinds of music: rock, *cumbia*, country-western, rhythm and blues, *conjunto*. Let the students clap their hands to the various rhythms.

2. (Large Group) Write the word rhythm on the board, and ask the students to define it: regular pattern, beat, meter,

measure. Then write these familiar quotations, and ask the students to clap their hands to the rhythm

Mine eyes have seen the glory of the coming
of the Lord.

Put the pattern for this beat on the board (_ /) and tell them this is called iambic. (Don't over emphasize learning the name of the beat. The important thing is for the student to be able to recognize that poetry has rhythm.)

Continue with the trochaic pattern (/ _).

Twinkle, twinkle little star

For anapestic (_ _ /) use:

A fly and a flea in a flue
Were imprisoned so what could they do?
Said the fly, "Let us flee."
"Let us fly, said the flea.
So they flew through a flaw in the flue.

For dactilic (/ _ _) use:

Hickory, dickory, dock.

The students who know Spanish may benefit by having the patterns compared to the familiar accentuation patterns of Spanish words.

luna	(/ _)
papá	(_ /)
trabajar	(_ _ /)
ándale	(/ _ _)

3. (Large Group) Write the word <u>rhyme</u> on the board, and ask the students to define it.

Write these two examples of rhyme on the board.

Old mother Hubbard
Went to the cubbard.

The rain in Spain is mainly in the plain.

Point out that in the first illustration the rhyme is based on several sounds in the words. The second example is based entirely on vowels.

Rhyme that is based on vowels is called assonance. Much Spanish poetry is based entirely on rhymes with vowels.

El Viento

De la flor traigo el suspiro
del mar traigo su rumor,
de los pájaros sus trinos;
soy el viento encantador.

Read selected poems from the students' texts to let them experience various rhyme schemes.

4. (Large Group) Write this line on the board or read it aloud:

Cats sleep fat.

Ask the students to write what they see in their minds when they think about the line. They need not put their names on their papers. Take up the papers, and read them to the class. Repeat the process with lines from various poems until most of the class can visualize detailed pictures. This should be an ongoing activity and should be repeated often. This skill of "seeing the picture" is essential to the enjoyment of poetry or of any reading experience, and it can be taught. The exercise may be done orally, but writing makes it possible to get responses from everyone.

5. (Large Group) Read the poem:

Twinkle, twinkle, little star,
How I wonder what you are,
Up above the world so high
Like a diamond in the sky.

Ask:

T: Why is the star like a diamond?
What are the qualities of a diamond?
Is this a good comparison?

Explain that this is a simile, a comparison using like or as.

Read these lines:

The moon was a ghostly galleon
Tossed upon cloudy seas.

Ask:

T: What's a galleon?
Why is the moon a ghostly galleon?
Why compare the clouds to the ocean?
What feeling do you get from these lines?

Explain that this is a metaphor, a direct comparison.

Ask the students to make their own comparisons for these words:

a. a swing
b. a motorcycle
c. a butterfly
d. an ice cream cone
e. a puppy

6. (Large Group, Small Group) Write these lines on the board:

Five miles meandering in a mazy motion.

Explain that this repetition of consonant sounds is called an alliteration. Divide the class into small groups, and have each group develop ten examples of alliteration. Then share the examples with the class. They may work in English, Spanish, or both.

Evaluation Each student will correctly answer 4 out of 7 questions on worksheet 12-A.

Enrichment (Independent Activity) Give the students worksheet 12-B "Figures of Speech."

13. MY FIRST DAY AT SCHOOL

Concept Cultural understanding may be achieved by relating common experiences.

Objective At the end of this lesson, the student will write a paragraph describing his first day at school.

Vocabulary The vocabulary list is Code 13-B of the *Student's Book*.

Materials

List	Directions
Student's Book	Codes 13-A, 13-B, 13-C

Activities

1. (Large Group) Read and discuss the story "My First Day at School" (Code 13-A). Ask various students to recall their first day at school or some particular day in their early school experience.

2. (Independent Activity) Ask the students to write paragraphs describing the room in which the class is meeting. Lead them to include some comparisons or contrasts in their descriptions.

3. (Large Group) Have the students draw or collect pictures for a bulletin board comparing common experiences in different cultures. Possible topics include school, worship, home life, and work.

4. (Independent Activity) For practice in Spanish reading, let the students read the Spanish version of the story (Code 13-C).

Evaluation Ask the student to write a description of his first day at school, possibly comparing or contrasting his experience with the child's in the story.

Enrichment (Independent Activity) Let the student choose a particular aspect of her culture and compare it to similar experiences in different cultures. She may prepare a written or oral report using library resources and interviews with persons representing different cultures.

14. TOO EARLY

Notes to the Teacher This lesson features a translation of a Spanish folktale. It is short, but it is representative of the humor in the Spanish-speaking world. The hero at first glance appears stupid but is really very clever.

Concept The culture of a people is inherent in their humor, the things that make them laugh.

Objectives At the completion of this lesson, the student will demonstrate that he understands the subleties of the story in this lesson by writing a paragraph in which he explains why he thinks the hero of the story is being clever.

Vocabulary

thief	*(el) ladrón*
friendly	*amable*
owner	*(el) dueño*
asleep	*dormido*

Materials

List	Directions
Student's Book	Codes 14-A, 14-B
Cartoons cut from magazines and newspapers, glue, cardboard, scissors.	Use in Activity 3.

Activities

1. (Large Group) Read the story Code 14-A aloud, or have the students read it silently. Then discuss whether the owner of the house is being stupid or clever.

2. (Large Group) Write the words *el ladrón, amable, el dueño,* and *dormido* on the board. Let the students who know what they

mean give the English equivalents. Have the story read aloud again; this time ask the students who read it to substitute these four words wherever they are appropriate.

3. (Independent Activity) Cut the caption from each cartoon. Glue the cartoon on one side of a sheet of cardboard and the caption on the other. Let the students write their own captions before looking at the original ones. This activity will give the students an opportunity to create their own humor.

Evaluation The student will write a paragraph explaining why he thinks the hero of "Too Early" is clever. He may use Code 14-B.

Enrichment (Independent Activity) There are numerous examples of humor in our world: comic strips, Erma Bombeck's column, Clarence Day's *Life with Father*, *Viruta y Capulina*, etc.

Students may want to collect samples and draw pictures for a bulletin board on humor. Encourage them to find examples for both Spanish-language and English-language humor.

15. JUST WAIT

Notes to the Teacher This is an old Spanish story and illustrates the Spanish admiration for cleverness.

Concept People choose how they react to things that happen to them. Their choices may reflect just how clever they really are.

Objective At the completion of this lesson, the student will list the sequence of actions which led to the change in behavior of some of the characters in the story.

Materials

List	Directions
Student's Book	Codes 15-A, 15-B, 15-C

Activities

1. (Large Group) Write these words on the board: stupid, big tooth, crazy; or write other names that students call eacn other. Ask the students:

   T: What do you do if someone calls you something really insulting?
   Is that response the only choice you have?
   How can you get someone to stop calling you a name?

   List the suggestions on the board and discuss them. Give the students a copy of the story "Just Wait" (Code 15-A); read it aloud and discuss it with them. Point out how Don Gaspar could have reacted and how he chose to react.

2. (Large Group) Have the students list the sequence of events as they happened in the story. Discuss the events and point out the cause and effect of the actions. Lead the students to see how our behavior can be controlled in certain situations.

3. (Large Group) Let several children volunteer to dramatize the story. One student can narrate while the others act out the roles of Gaspar Martías and the children. They may make their presentation in English or Spanish using Codes 15-A or 15çB as a script.

Evaluation Have the students arrange the events on Code 15-C in the proper order.

16. THE SLEEPING UNCLE

Notes to the Teacher This is an old Spanish story and illustrates the Spaniard's admiration for cleverness.

Concept A student can learn the function of punctuation by reading dialogue aloud.

Objective At the end of this lesson, the student will demonstrate that he understands the mechanics of direct quotation in English by correctly punctuating a literary sample with 75% accuracy.

Vocabulary

happy-go-lucky
wallet
carelessness

Materials

List	Directions
Student's Book	Codes 16-A, 16-B, 16-C
Cassette tapes and recorders, blank acetate sheets, washable felt pens, and overhead projector	Use in Activity 5.

Activities

1. (Large Group) Read the story "The Sleeping Uncle" (Code 16-A) aloud and discuss it.

2. (Small Group) Divide the students into groups. Have each group prepare a skit based on the story, adding more dialogue.

3. (Large Group) Review the general rules for using quotation marks in direct discourse:

   Direct discourse should be enclosed in quotation marks.

- A change in speaker is usually indicated by a new paragraph.
- If an explanatory statement breaks a direct quotation, then an extra set of quotation marks must be used. Example: "Yes, nephew," answers Joe, "I am asleep."

Also call attention to the use of commas, question marks, and capitalization in the story's direct discourse.

4. (Small Group) Read the story again, asking the students to pay particular attention to punctuation marks that are used to indicate someone is speaking. Then ask the groups to rewrite their skits in story form, putting in the necessary quotation marks.

5. (Small Group, Large Group) Divide the students into groups. Let each group record a conversation they have. Then ask them to transcribe their dialogue on an acetate sheet and punctuate it correctly. After the groups have finished, show the transparencies to the entire class, and discuss the punctuation used.

Evaluation Have the students put correct capitalization and quotation marks in the story Code 16-B.

Enrichment (Large Group) Point out to the students that quotation marks are not used in Spanish to set off direct discourse. Dashes are used instead. Here are some examples:

Estaban dos amigos platicando, de repente uno de ellos le pregunta al otro:

--Oye Carlos, ¿me puedes prestar cinco pesos?
--¿Qué dijiste? No te oí.
--¿Qué si me prestas cinco pesos?
--¡Habla más fuerte que no te oigo!

El amigo que pedía el dinero prestado se cansó de gritar y decidió marcharse, pero también comprendió que su amigo no le quiso prestar el dinero.

The students may complete Worksheet 16-C for practice.

17. *EL NACIMIENTO*

Notes to the Teacher A Spanish vocabulary list accompanies this lesson, but most of the words can be understood from contextual clues.

Concept The culture of a people can be taught through literature which brings the traditions into the classroom.

Objective At the completion of this lesson, the student will write a paragraph contrasting Christmas in her home with Christmas in the home of a Mexican American child who lives on the border of Texas and Mexico.

Vocabulary A vocabulary list appears on Code 17-B in the *Student's Book*.

Materials

List	Directions
Student's Book	Codes 17-A, 17-B, 17-C

Activities

1. (Large Group) Let the students read the story (Code 17-A). They may use the vocabulary list (Code 17-B).

2. (Independent Activity, Large Group) Have the students complete the comprehension questions on Worksheet 17-C. Discuss their answers as a group.

3. (Large Group) Let the children reenact the *posada* (Part 3 of the story). This presentation could be given as part of the Christmas program at your school.

Evaluation Have the students write paragraphs contrasting Christmas in their homes with the celebration described in the story.

18. *EL AGUA, EL VIENTO Y LA VERDAD*

Notes to the Teacher English-dominant students should be able to recognize the meaning of the Spanish words from the context of the story.

Concept An allegory is a story that has more than one meaning.

Objective At the completion of this lesson, the student will identify in writing the allegory in the story "*El Agua, El Viento y La Verdad*" by constructing a one-sentence version of the central truth.

Vocabulary A Spanish vocabulary list appears on Code 18-B in the *Student's Book*.

Materials

List	Directions
Student's Book	Code 18-A, 18-B
Children's version of Aesop's or La Fontaine's *Fables/Fábulas*	Use in Activity 3.

Activities

1. (Large Group) Read and discuss "*El Agua, El Viento y La Verdad*" (Code 18-A).

2. (Large Group) Have one student look up the word allegory in the dictionary. After the students understand what it means, ask them to suggest various ways of stating the central truth or moral of the story.

3. (Large Group) Show the students a copy of Aesop's or La Fontaine's *Fables/Fábulas*. Explain that the book is a collection of animal stories told to illustrate human faults and virtues. Fables are simple allegories which have morals. Let the students take turns reading a few of

the stories, and ask the group to try to guess the morals. See if they can identify human characteristics the animals show: greed, patience, cleverness (like the man in "Too Late"), etc. This activity may be done in English or Spanish.

Evaluation Have the student write his own version of the central truth in the story. He should try to write his version in one well-constructed sentence.

19. THE RECORD

Notes to the Teacher The student who does not speak Spanish should be able to determine the meaning of the Spanish words from contextual clues.

Concept The student needs experiences which give her an opportunity to make choices.

Objective At the completion of this lesson, the student will demonstrate that he can choose an appropriate action by writing an ending to a given story.

Vocabulary A vocabulary list appears on Code 19-B in the *Student's Book*.

Materials

List	Directions
Student's Book	Codes 19-A, 19-B, 19-C

Activities

1. (Large Group) Read the unfinished story "The Record" (Code 19-A). Discuss the possible solutions to Lupe's dilemma.

   - What will happen if Lupe keeps the record? Will anyone know she has it?
   - What will happen if Lupe returns the record?
   - If she has to pay for the record, how will Lupe get the money? How would you get the money?
   - Why should Lupe tell the librarian what happened to the record?

2. (Independent Activity) Give the students the worksheet Code 19-C. It will help the students practice writing sentences for their composition activities.

3. (Independent Activity) Let individual students write short stories describing situations in which they had to make choices. Sample Topics:

   - A friend of yours has asked you to go swimming on Saturday, and you agree to go. But then another friend asks you to go to a movie on Saturday, too. What would you do?

   - Your family is planning a vacation this summer. They will be gone two weeks. You would like to go with them, but your grandmother has offered to pay you if you stay at her house and help her paint her house. What would you do?

   - You are having lunch with some of your friends. A new student that you like very much walks into the room, and some of your friends start calling him names. What would you do?

   Encourage the students to rely on their own experiences for their story ideas.

Evaluation Have the students write their conclusions to the story "The Record."

Enrichment (Independent Activity) Books offer many excellent examples of persons having to make choices. Check your school library for books which students can read to supplement this lesson. Some suggestions are given below:

- *Bright Sunset, The Story of an Indian Girl.* Bright Sunset must choose between two equally frightening courses of action: performing the dance ceremony that will initiate her into womanhood or spending a night on the top of the mountain.

- *Julie of the Wolves.* Julie has made her decision: she is running away from her traditional Eskimo life. The consequences of her choice and how they effect Julie are the subject of this book.

- *César Chávez, Man of Courage.* The story of a man who early in life chooses to serve his people.

20. *EL TIO CÁNDIDO*

Notes to the Teacher The Spanish words in the story can be identified from contextual clues.

Concept Proverbs are an important part of a people's culture.

Objective At the completion of this lesson, the student will write a paragraph interpreting the proverb, "*Quién no te conozca que te compre*" ("Let someone who doesn't know you, buy you").

Vocabulary A vocabulary list appears on Code 20-B in the *Student's Book*.

Materials

List	Directions
Student's Book	Codes 20-A, 20-B, 20-C
3" x 5" cards, books of proverbs	Use in Activity 2.
World map, map pins	Use in the enrichment activity.

Activities

1. (Large Group) Read and discuss the story "*El Tío Cándido*" (Code 20-A). Define the term proverb: a short sentence that provides some truth or bit of wisdom. Discuss what the proverb "*Quién no te conozca, que te compre*" means.

2. (Large Group) Discuss the proverbs listed on Code 20-C. Let the students ask their parents, neighbors, friends, etc., for more samples of proverbs.

3. (Independent Activity) Check the school or public library for books of proverbs. Suggestions: *Poor Richard's Almanac*, *Don Quixote*, Emery Kelen's *Proverbs of Many Nations*, Grant

Lyon's series *Tales the People Tell in* _____.
If the reading levels are not appropriate for your students, write sample proverbs on 3" x 5" cards. Provide a resource table of books and cards for the children to use independently. Encourage them to prepare proverbs from many different cultures:

- Do some proverbs from different cultures have similar meanings? Examples: The English-language proverb "Sticks and stones may break my bones, but words will never hurt me" is similar to the Samoan saying "Words do not pierce the body."

- Do some proverbs reflect the unique traits of the cultures from which they come? Example: The Chinese proverb "The home which has an old grandparent in it contains a precious jewel" reflects that culture's respect for the elderly.

- Are the words used unique to the culture? Example: Consider the Chinese saying "Talk does not cook rice"; what foods might be named if this proverb appeared in other cultures?

Individual students may want to prepare reports or notebooks on this topic.

Evaluation Have the students write their interpretation of the proverb "*Quién no te conozca, que te compre.*"

Enrichment (Large Group) The students may use the world map from Lesson 3 to prepare a bulletin board "Proverbs Around The World." They may use the cards from Activity 3 or make their own and indicate on the maps the cultures the sayings represent.

21. FOLKLORE

Notes to the Teacher Since many of the previous lessons are based on stories taken from folklore, this lesson presents a general overview of the subject.

Concept Folklore is the traditional customs, tales, or sayings that people have handed down from generation to generation.

Objective At the completion of this lesson, the student will choose a folktale and tell it to the class.

Vocabulary

folklore
folktale
fable
customs
generation

Materials None

Activities

1. (Large Group) Ask the students to define folklore: traditional customs, tales, or sayings that people have handed down from generation to generation. Explain that many of the stories which the class has studied are folktales which have been handed down from generation to generation in Spanish-speaking countries. The Christmas customs described in *"El Nacimiento"* are also examples of folklore.

2. (Independent Activity) Encourage the children to talk with their parents and grandparents about folklore the family has shared. Ask each child to write, in English or Spanish, a story, joke, riddle, or custom which someone in his family told him about. Discuss the folklore samples in class. The students may want to make an illustrated class book of their folklore collection to be duplicated and shared.

Evaluation Let the students study folktales from many cultures. Let them choose books from your school or public library for references. Each student is to choose a favorite tale to tell the class. Seat the children in a circle or on the floor to create a relaxed atmosphere. Encourage the storyteller to tell, not read, his story. This activity may be done in English or Spanish.

Enrichment

1. (Large Group) Many communities have persons who are distinguished storytellers. Ask the students and their parents if they know such a person who would like to visit the class.
2. (Large Group) Check the audiovisual section of your school or public library to see if there are any materials on folklore either in English or Spanish.

Answer Key and Reading Lists

ANSWER KEY

Code 1-A
The ABC's of English

1. The student should list all the letters in the alphabet in alphabetical order.

2. bottle, color, man, school, woman

3. able, acre, agree, apple, arson

4. ham, hare, hate, have, haze

5. concert, congress, consent, content, convent

6. primary, prime, primitive, primordial, primrose

7. transact, transfer, transitive, transmit, transport

8.
acre
anger
apple
bottle
color
congress
convent
corral
draw
elf
food
hare
haze
heaven
initial
juggle
map
mop
order
patio
prime
queen
rat
save
transitive
transport
trap
tremor
wood
wool
young
zoo

Code 1-B
El alfabeto español

1. The student should list all the letters in the alphabet in alphabetical order.

2. carro, chorro, español, lluvia, zapato

3. academia, advertencia, aeronave, apache, aventura

1.54 blank

4. cebo, ceiba, ceja, cerillo, cero

5. concierto, conducto, confite, congreso, conjugación

6. primario, primero, primitivo, primo, prímula

7. transacción, transferir, transitivo, transmitir, transporte

8.
agrio
alimento
alma
botella
canto
color
concierto
congreso
corral
dibujo
duende
enano
gigante
hambre
hombre
imagen
joven
lana
liebre
madre
olmo
orden
patio
primitivo
primor
ratón
reino
trampa
temblor
transitivo
transporte
zoológico

Code 1-C
Using Dictionaries

1. Student will give definitions as they appear in the dictionaries the class is using.

2. kimono - Japan
kopek - Russia
soufflé - French

3. Student will list appropriate Spanish words.

Code 1-D
Utilizando diccionarios

1. Student will give definitions as they appear in the dictionaries the class is using.

2. spaghetti - Italian
   quetzal - Nahuatl
   rendezvous - French

3. Student will list appropriate English words.

Code 1-E
Evaluation

1. able
2. anger
3. apple
4. concert
5. congress
6. content
7. convent
8. corral
9. ham
10. haze
11. juggle
12. patio
13. primary
14. prime
15. queen
16. transact
17. tremor
18. woman
19. wood
20. young

Code 1-F
Using Guide Words

1. first word, last word
2. given, glance, glad, gladiator
3. snip, snarl, sneak
4. digit, dignity, dilly
5. covey, cover, cousin, cove
6. leave, left, lecture, ledge
7. pull, pulley, pulp

Code 4-D
Following Directions

2. There are 114 words in the paragraph.

4. 1,225
   1,225
   4,225
   7,225

Code 6-A
Problems

1. 400 pounds

2. The farmer crosses with the goose, leaves it on the north shore and returns alone. Then the farmer crosses with the fox, leaves it on the north shore, and returns with the goose. Then the farmer leaves the goose and returns with the corn and leaves the corn with the fox on the north shore. Then he crosses alone and returns for the last time with the goose.

Code 6-B
The Language of Mathematics

1. ordinal
2. cardinal
3. 6
4. 2
5. 8
6. 2
7. decimal point
8. integer
9. 2

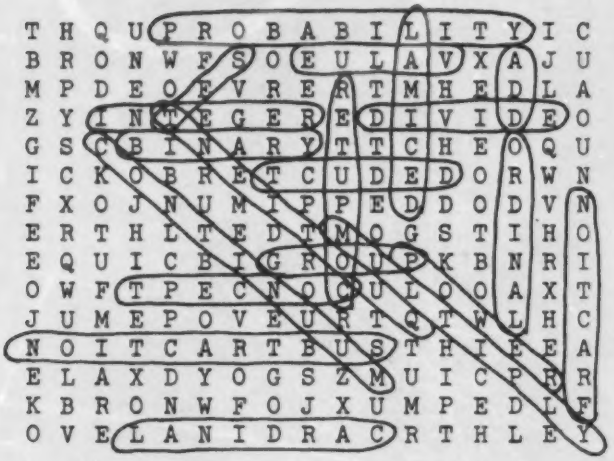
Code 6-C
El lenguaje de las matemáticas

1. número ordinal
2. número cardinal
3. 6
4. 2
5. 8
6. 2
7. punto decimal
8. número entero
9. 2

Code 6-D
Evaluation

1. i
2. a
3. f
4. j
5. b
6. c
7. g
8. h
9. d
10. e

Code 6-E
Find-a-Word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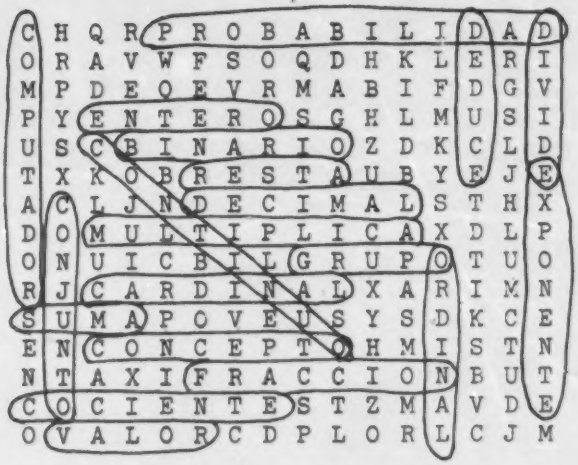
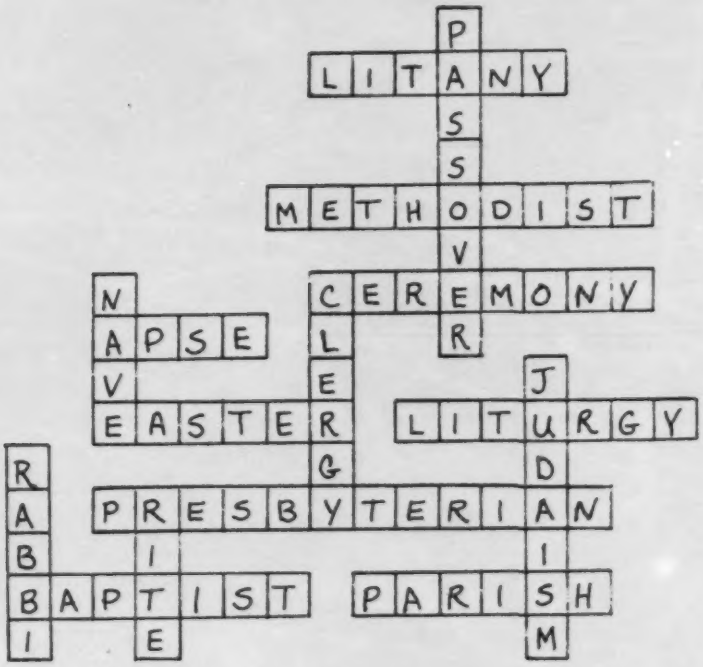
B R O N W F S O E U L A V X A J U
M P D E O E V R E R T M H E D L A
Z Y I N C T E G E R E D I V I D E O
G S C B I N A R Y T T C H E O Q U
I C K O B R E T C U D E D O R W N
F X O J N U M I P P E D D O D V N
E R T H L T E D T M O G S T I H O
E Q U I C B I G R O U P K B N R I
O W F T P E C N O C U L O O A X T
J U M E P O V E U R T C T W L H C
N O I T C A R T B U S T H I E E A
E L A X D Y O G S Z M U I C P R R
K B R O N W F O J X U M P E D L F
O V E L A N I D R A C R T H L E Y

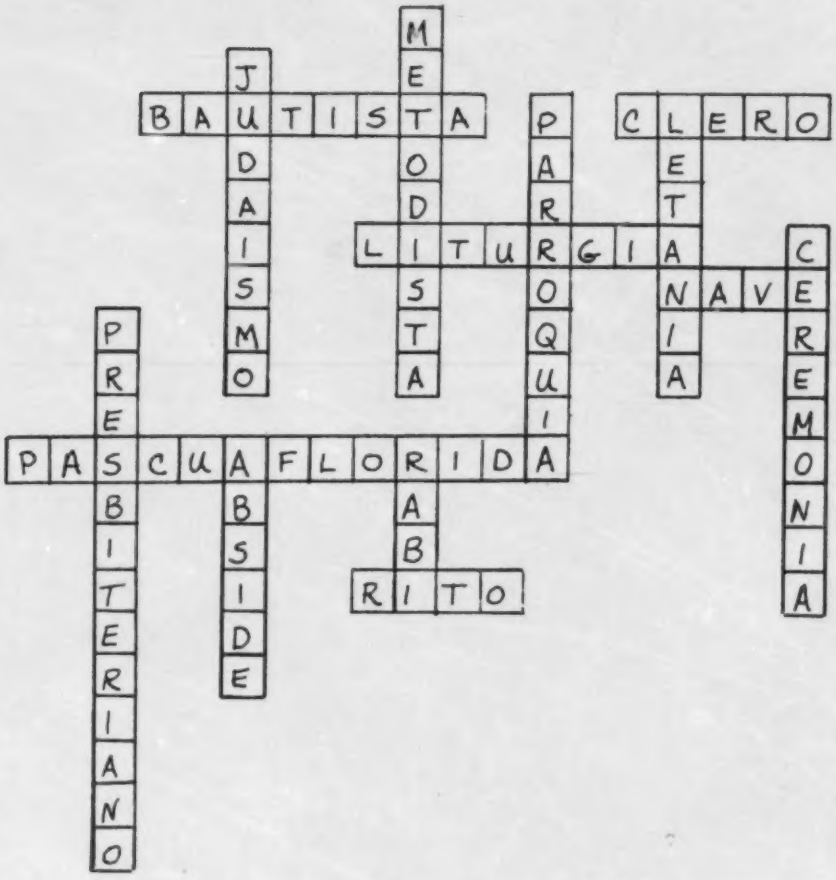
Code 6-F
Busca las palabras
en el cuadro alfabético


C H Q R P R O B A B I L I D A D
O R A V W F S O Q D H K L E R I
M P D E O E V R M A B I F D G V
P Y E N T E R O S G H L M U S I
U S C B I N A R I O Z D K C L D
T X K O B R E S T A U B Y E J E
A C L J N D E C I M A L S T H X
D O M U L T I P L I C A X D L P
O N U I C B I L G R U P O T U O
R J C A R D I N A L X A R I M N
S U M A P O V E U S Y S D K C E
E N C O N C E P T O H M I S T N
N T A X I F R A C C I O N B U T
C O C I E N T E S T Z M A V D E
O V A L O R C D P L O R L C J M

Code 7-C
Fill in the Squares



Code 7-D
Llena los espacios en blanco



Code 8-A
Election Day

election
ballots
electing
parties
campaigns
candidate
office
electors
electoral
congress
majority
popular

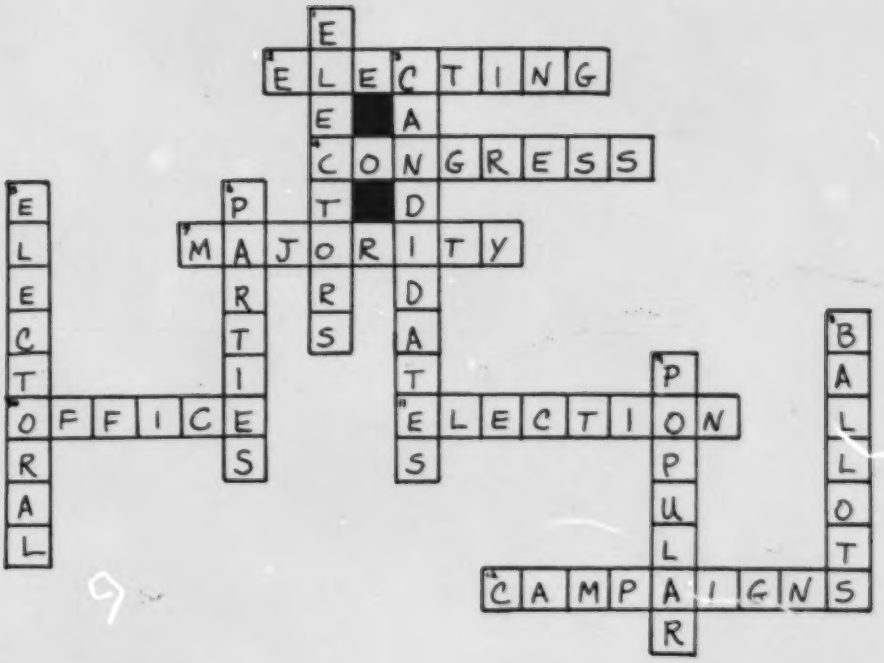
Code 8-B
Día de las elecciones

elecciones
votos
elegir
partidos
campaña
candidatos
oficina
electores
electoral
Congreso
mayoría
popular

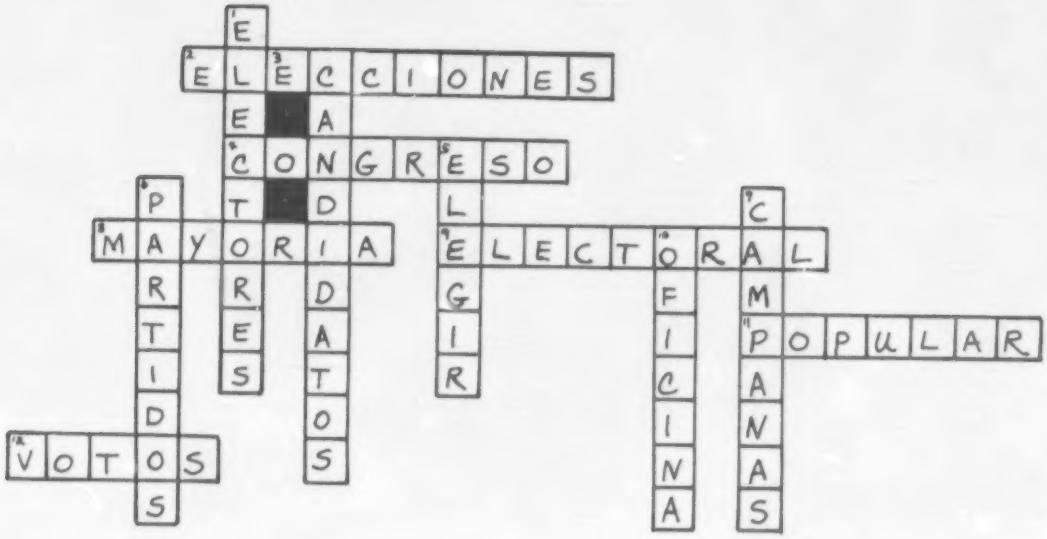
Code 8-C
Evaluation

1. g
2. j
3. a
4. h
5. d
6. i
7. b
8. f
9. c
10. e

Code 8-D
Crossword Puzzle



Code 8-E
Crucigrama



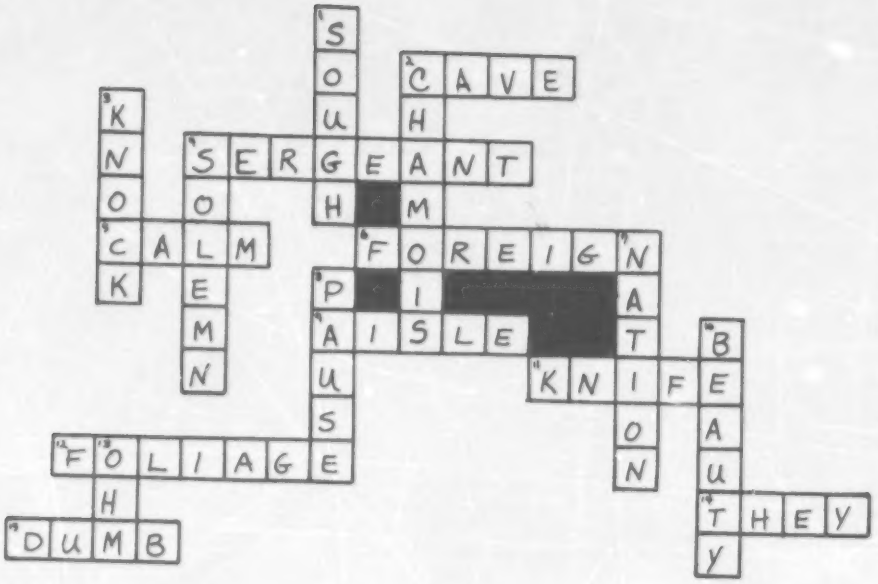
Code 9-A
Check That Spelling

1. climb
2. toe
3. ocean
4. good
5. now
6. boy
7. law
8. low
9. nice
10. bow
11. feud
12. pearl
13. laugh
14. height
15. bridge
16. coat
17. gauge
18. rye
19. back
20. ghost

Code 9-B
Evaluation

1. f
2. i
3. a
4. p
5. t
6. b
7. s
8. g
9. j
10. c
11. r
12. d
13. m
14. e
15. q
16. h
17. k
18. o
19. n
20. l

Code 9-C
Crossword Puzzle



Code 10-B
Tom Swifties

1. baldly
2. sweetly
3. timelessly
4. aimlessly
5. roaringly
6. breathlessly
7. hotly, heatedly
8. heatedly, hotly
9. icily
10. wearily
11. bitingly
12. acidly

Code 10-C
Evaluation

1. zoot suit
2. Swing
3. hippies
4. rock and roll
5. big apple
6. pads
7. far out
8. sock hop
9. coffee houses
10. Right on

Code 11-A
What's Cooking?

1. France
4. churn
5. roast
6. corned

Code 11-C
Evaluation

1. Dredge
2. Beat
3. frappé
4. glazed
5. whipped
6. breaded
7. Sauté
8. poached
9. broil
10. omelet

Code 11-D
Crossword Puzzle

Code 12-A
Evaluation

1. f
2. b
3. e
4. g
5. d
6. c
7. a

Code 15-C
Evaluation

3, 5, 1, 2, 4

SUGGESTED READING LISTS

The suggested reading lists were compiled from materials in the library of the Dissemination and Assessment Center for Bilingual Education in Austin, Texas, and from books available in the local bilingual-program office.

The suggested reading list for teachers contains a cross section of ideas on the Mexican American and his bilingual bicultural world. Points of view range from militant to conservative, but all represent some facet of the cultural milieu of the Mexican American; the teacher should be cognizant of the many forces that shape the Chicano community.

The student reading list contains only the names of books suitable for the middle-school child. Some are in Spanish, some in English. Some are historical reviews and some are fiction. All the books should have a special appeal to the Mexican American student.

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SUGGESTED READING LIST FOR TEACHERS

Acuña, Rudolph. The Story of the Mexican Americans. New York: American Book Company, 1969.

Acuña, Rudy. A Mexican American Chronicle. New York: American Book Company, 1967.

Anaya, Rudolfo. Bless Me, Ultima. Berkeley, California: Quinto Sol Publications, 1972.

Armas, José. La familia de la raza. Albuquerque: Raza Associates, 1972.

Axford, Roger W. Spanish-speaking Heroes. Midland, Michigan: Pendell Publishing Company, 1973.

Barker, Marie Esman. Español para el bilingüe. Skokie, Illinois: National Textbook Company, 1972.

Barnstone, Willis (translator). The Poems of St. John of the Cross. New York: New Directions, 1972.

Burma, John H. Mexican Americans in the United States: A Reader. San Francisco: Canfield Press, 1970.

Carter, Thomas. Mexican Americans in School: A History of Educational Neglect. New York: College Entrance Examination Board, 1970.

Coughran, Mabel Harris. Horas encantadas: Playlets, Poems, Songs, and Word Games. Skokie, Illinois: National Textbook Company, 1973.

Crespín, Emil, and Rodríguez, Robert. Struggle for Independence. Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1974.

De Avila, Edward A., and Havassy, Barbara. Intelligence of Mexican American Children. Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1974.

Díaz, A.P. Springboards: Viva la raza: The Mexican American Experience in the Southwest. New York: Noble and Noble Publishers, Inc., 1972.

Dixson, Robert J., and Andújar, Julio. Resumen práctico de gramática inglesa. New York: Regents Publishing Company, 1967.

Domínguez, Sylvia M. La comadre María, una comedia. Austin, Texas: American Universal Artform Corporation, 1973.

Eiseman, Alberta. Mañana Is Now. New York: Atheneum Publishers, 1973.

Finocchiaro, Mary, and Bonoma, Michael. The Foreign Language Learner. New York: Regents Publishing Company, 1973.

Kelen, Emery. Proverbs of Many Nations. New York: Lothrop, Lee, and Shepard Company, 1966.

Lyons, Grant. Tales the People Tell in Mexico. New York: Julian Messner, 1972.

Marchwardt, Albert H. American English. New York: Oxford University Press, 1958.

Nava, Julian. Mexican Americans: Past, Present, and Future. New York: American Book Company, 1969.

Nava, Julian. ¡Viva la raza! Readings on Mexican Americans. New York: American Book Company, 1969.

Ortego, Philip D. We Are Chicanos: An Anthology of Mexican American Literature. New York: Simon and Schuster, Inc., 1973.

Pascual, Henry W. Topics on Bilingual Bicultural Education. Santa Fe: New Mexico State Department of Education, 1973.

Pfeiffer, Rubin. Cuentitos simpáticos. Skokie, Illinois: National Textbook Company, 1974.

Poblano, Ralph. Ghosts in the Barrio. San Rafael, California: Leswing Press, 1973.

Prago, Albert. Strangers in Their Own Land: A History of Mexican Americans. New York: Four Winds Press, 1973.

Rivera, Feliciano. A Mexican American Source Book. Menlo Park, California: Educational Consortium of America, 1970.

Rosaldo, Renato; Calvert, Robert A.; and Seligmann, Gustave L. Chicano: The Evolution of a People. Minneapolis: Winston Press, 1973.

Salinas, Luis Omar, and Faderman, Lillian. From the Barrio: A Chicano Anthology. New York: Harper and Row Publishers, Inc., 1973.

Santiago, Nick. La música del sol. Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1974.

Schneider, Lois C. Teaching English Sounds to Spanish Speakers. Galien, Michigan: Allied Education Council Distribution Center, 1971.

Shular, Antonia Castañeda; Ybarra-Frausto, Tomás; and Sommers, Joseph. Literatura chicana, texto y contexto--Chicano Literature, Text and Context. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Simmen, Edward. The Chicano: From Caricature to Self-Portrait. New York: The New American Library, Inc., 1971.

Snider, Clifford L., and Hilderbrand, Ernest. Viewpoints: Red and Yellow, Black and Brown. Minneapolis: Winston Press, 1972.

Stroud, Drew McCord. Viewpoints: The Majority Minority. Minneapolis: Winston Press, 1973.

Talbot, Toby. Coplas: Folk Poems in Spanish and English. New York: Four Winds Press, 1972.

Taylor, Theodore. The Maldonado Miracle. New York: Doubleday and Company, Inc., 1973.

Tebbel, John, and Ruíz, Ramón E. South by Southwest: The Mexican American and His Heritage. New York: Doubleday and Company, Inc., 1964.

Thorndike, E.L., and Barnhart, Clarence L., ed. Thorndike-Barnhart Intermediate Dictionary. Garden City, New York: Doubleday and Company, Inc., 1971.

Turner, Paul R. Bilingualism in the Southwest. Tucson, Arizona: University of Arizona Press, 1973.

Whitford, Harold C., and Dixson, Robert J. Handbook of American Idioms and Idiomatic Usage. New York: Regents Publishing Company, 1973.

SUGGESTED READING LIST FOR STUDENTS

Acuña, Rudolph. The Story of the Mexican Americans. New York: American Book Company, 1969.

Aduña, Rudy. A Mexican American Chronicle. New York: American Book Company, 1967.

Axford, Roger W. Spanish-speaking Heroes. Midland, Michigan: Pendell Publishing Company, 1973.

Bishop, Curtis. Little League Amigo. Philadelphia: J.B. Lippincott Company, 1964.

Borja, Robert. Bedtime Stories in Spanish. Skokie, Illinois: National Textbook Company, 1969.

De La Vega, Blanca. Antología de la poesía infantil. Buenos Aires: Editorial Kapelusz, 1954.

Domínguez, Sylvia M. La comadre María, una comedia. Austin, Texas: American Universal Artform Corporation, 1973.

Eiseman, Alberta. Mañana Is Now. New York: Atheneum Publishers, 1973.

Flores, Elvira. Tradition in the Bar[illegible]. Walnut Creek, California: Aardvark Media Inc., 19[illegible].

Forsman, Bettie. From Lupita's Hill. New York: Atheneum Publishers, 1973.

George, Jean Craighead. Julie of the Wolves. New York: Harper and Row Publishers, Inc., 1972.

Higley, Laura Carter. The Texan: Man of Many Faces. Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1973.

Hines, Mary Elizabeth. Skits in English as a Second Language. New York: Regents Publishing Company, Inc., 1973.

Kelen, Emery. Proverbs of Many Nations. New York: Lothrop, Lee, and Shepard Company, 1966.

Lyons, Grant. Tales the People Tell in Mexico. New York: Julian Messner, 1972.

Martínez, Gilbert, and Edwards, Jane. The Mexican American, His Life across Four Centuries. Boston: Houghton Mifflin Company, 1973.

Nava, Julian. Mexican Americans: Past, Present, and Future. New York: American Book Company, 1969.

Perales, Alonso M. La Lechuza, Cuentos de me barrio. San Antonio, The Naylor Company, 1972.

Pfeiffer, Rubin. Cuentitos simpáticos. Skokie, Illinois: National Textbook Company, 1974.

Prago, Albert. Strangers in Their Own Land: A History of Mexican Americans. New York: Four Winds Press, 1973.

Rivera, Feliciano. A Mexican American Source Book. Menlo Park, California: Educational Consortium of America, 1970.

Salinas, Luis Omar, and Faderman, Lillian. From the Barrio: A Chicano Anthology. New York: Canfield Press, 1973.

Santiago, Nick. La música del sol. Austin, Texas: Dissemination and Assessment Center for Bilingual Education, 1974.

Talbot, Toby. Coplas: Folk Poems in Spanish and English. New York: Four Winds Press, 1972.

Thorndike, E.L., and Barnhart, Clarence, ed. Thorndike-Barnhart Intermediate Dictionary. Garden City, New York: Doubleday and Company, Inc., 1971.

Wheeler, Ruth. Bright Sunset: The Story of an Indian Girl. New York: Lothrop, Lee, and Shepard Company, 1974.

White, Florence M. César Chávez: Man of Courage. Champaign, Illinois: Garrard Publishing Company, 1973.

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